

**Characteristics of Standards Alignment Checklist**

Output	Always	Most of the Time	Some of the Time	Never	Characteristics	Process
<p><b>School Culture That Emphasizes Standards</b></p>					Standards are part of the conversation of student achievement.	<p><b>Developing an Understanding of Standards</b></p>
					Accountability systems are based on standards.	
					Data is collected to measure achievement of standards.	
					Recognition and celebrations are designed around standards.	
<p><b>Local Priority Skills and Knowledge</b></p>					Teachers have a short list of priorities for instruction.	<p><b>Analyzing Community Needs</b></p> <p><b>Analyzing State Tests</b></p>
					Priority needs of the community are known to all.	
					Key areas of state/standardized assessments are known to staff.	
					Teachers have identified how their instructional areas relate to these priorities.	
<p><b>Local Curriculum Frameworks</b></p>					District has local curriculum standards and student competencies.	<p><b>Developing Local Standards</b></p>
					Local curriculum is linked to state standards.	
					Teachers have access to and use these curriculum resources.	
<p><b>Curriculum Maps</b></p>					Curriculum topics are sequenced, assigned to a grade level and time of the year.	<p><b>Curriculum Mapping</b></p>
					Teachers have had input in the development of curriculum maps.	
					Teachers have access to and use curriculum maps.	
					Teachers have linked lesson plans to these curriculum maps.	

Characteristics of Standards Alignment Checklist (continued)

Output	Always	Most of the Time	Some of the Time	Never	Characteristics	Process
<p><b>Crosswalks between Career and Technical Education (CTE), the Arts, and Academic Areas</b></p>					<p>CTE/arts courses have been analyzed to identify content that supports academic standards.</p>	<p><b>Connecting Academic Areas with Career and Technical Education and Arts Education</b></p>
					<p>CTE/arts teachers have a priority to reinforce academic standards.</p>	
					<p>There are frequent conversations between CTE/arts and academic teachers to share instructional ideas.</p>	
					<p>Applied academic courses are developed and offered.</p>	
					<p>Professional development is provided on integrating academics and CTE and the arts.</p>	
<p><b>District/school Improvement Plans</b></p>					<p>Root causes of obstacles to student achievement have been identified.</p>	<p><b>District/School Improvement Planning</b></p>
					<p>A comprehensive plan sets the priority for use of funds, instructional improvement, teacher evaluation, and professional development.</p>	
					<p>Professional development and staff evaluation are aligned with priorities.</p>	
<p><b>Teacher Instructional Plans</b></p>					<p>A consistent process is used by teachers to develop instructional plans.</p>	<p><b>Instructional Planning</b></p>
					<p>The instructional planning process is supervised.</p>	
					<p>Instructional plans are shared among teachers.</p>	
					<p>Teachers have access to resources to help develop instructional plans.</p>	

**Characteristics of Standards Alignment Checklist** (continued)

Output	Always	Most of the Time	Some of the Time	Never	Characteristics	Process
<b>Local Assessments</b>					Local assessments are developed consistent with district and school priorities.	<b>Selecting/ Developing Local Assessments</b>
					Teachers have input to decisions regarding the selection and use of standardized tests.	
					Teachers have access to resources to develop local assessments.	
					Local assessments and scoring guides are shared among teachers.	
					Local assessments are developed to parallel those used in state assessments.	
					A balance is achieved between recall assessments and performance measures.	
<b>Instructional Improvement Priorities</b>					Each teacher has a personal plan for improvement priorities consistent with district goals and based on student achievement results.	<b>Analyzing Student Achievement</b>
<b>Academic Intervention Services</b>					There is a district plan for academic intervention services and processes for referring students and terminating services.	<b>Analyzing Student Achievement</b>
					Parents are fully informed of options for students and referrals.	
					Teachers understand the plan and refer students for services.	
<b>Revised Instruction</b>					Teachers facilitate instruction that supports the standards.	<b>Instructional Improvement</b>
					Teachers offer a variety of instructional activities and methods.	
					Instruction is motivating to students, and they are actively engaged.	
					Teachers exhibit interest in continual improvement.	